



SANDERS-CLYDE ELEMENTARY

805 Morrison Drive
Charleston, SC 29403

Grades	PK-8 Elementary School	
Enrollment	513 Students	
Principal	Anthony Dixon	843-724-7783
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	Average
2010	At-Risk	Below Average
2009	At-Risk	Below Average
2008	At-Risk	At-Risk
2007	Good	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

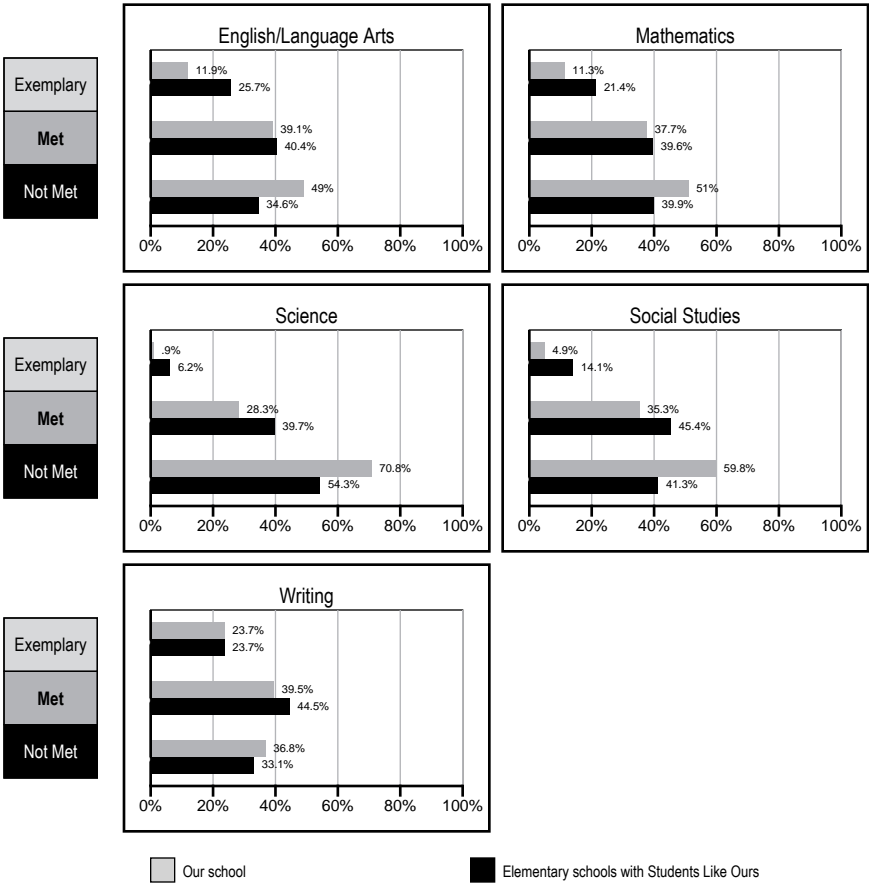
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	61	43	18

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=513)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 3.0%	1.5%	1.1%
Attendance rate	95.2%	Up from 93.8%	96.0%	96.2%
Served by gifted and talented program	6.1%	Down from 7.1%	5.1%	13.4%
With disabilities other than speech	3.9%	Down from 5.0%	4.4%	4.1%
Older than usual for grade	1.4%	Down from 3.9%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.3%	Up from 1.3%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	53.7%	Up from 52.9%	61.4%	62.5%
Continuing contract teachers	63.4%	Down from 67.6%	81.7%	88.2%
Teachers returning from previous year	93.8%	Up from 87.9%	84.6%	87.8%
Teacher attendance rate	97.2%	Down from 97.4%	95.2%	95.2%
Average teacher salary*	\$43,122	Down 2.1%	\$45,180	\$46,773
Professional development days/teacher	11.4 days	Down from 12.7 days	10.8 days	10.5 days
School				
Principal's years at school	0.5	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 16.9 to 1	17.5 to 1	19.9 to 1
Prime instructional time	92.3%	Up from 91.1%	90.1%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,566	Up 16.0%	\$8,566	\$7,447
Percent of expenditures for instruction**	66.3%	Up from 62.7%	67.6%	68.4%
Percent of expenditures for teacher salaries**	64.9%	Up from 60.0%	63.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Sanders Clyde is a Title 1 school with a total enrollment of approximately 520 students. This community structured school located in Charleston, SC on the peninsula, has a grade-span of Early Headstart through Pre-K to 8th grade. Special education students receive assistance through inclusions, pull-out resource as well as self-contained models. This year the school saw an increase of more than one hundred students due to other schools on the peninsula having to temporary move out of area.

During the school-year, students and faculty were honored with individual, as well as group awards, including the Charleston County Soil Conservation Teacher of the Year, Ms. O. La'Shea Ou'bre; Third Place for the Third Grade Class Award for The Forestry Project; a wellness winning grant, to name a few. Our students performed well in spelling bees, art contests and oratorical contests at the Innovation Zone Learning Community and School District level.

Positive Behavioral Intervention and Supports (PBIS) and Response to Intervention (RTI) continue to be a major focus at the school and the means of guiding our efforts in developing solid citizens. The school's CORE Team met weekly to address the diverse needs of the student population both inside and out of the classroom. The school utilized several research-based intervention programs to assist struggling learners, including REWARDS, Voyager Expanded Learning, Reading Recovery and Read Well. The school implemented a First Grade Academy and Third Grade Academy designed to provide prescriptive interventions in areas of literacy and math.

The special education and regular education faculty instituted a formal professional development calendar to work with the arts faculty in supporting the school's mission of 'creative arts' by creating monthly themes to support academic achievement across the curriculum. There were opportunities for the students to perform in the area of art, music and drama.

Reggie M Terry, Interim Principal
Ocativa Ford, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	43	23
Percent satisfied with learning environment	48.3%	73.8%	78.3%
Percent satisfied with social and physical environment	65.5%	76.2%	87.0%
Percent satisfied with school-home relations	41.4%	85.7%	87.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.7%	0.0%	No
Student attendance rate	95.2%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	279	100	56.9	33.9	9.3	62.5	83.1	82.4	No	Yes
Gender										
Male	132	100	59.8	29.5	10.7	58.2	79.9	78.7	N/A	N/A
Female	147	100	54	38.1	7.9	66.7	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.8	88.9	I/S	I/S
African American	277	100	57.1	33.6	9.3	62.3	71.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	26	100	91.3	4.3	4.3	17.4	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	271	100	57.2	33.7	9.1	62.1	72.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	279	100	54	37.9	8.1	63.3	82.8	81.9	Yes	Yes
Gender										
Male	132	100	49.2	38.5	12.3	63.1	81.1	79.9	N/A	N/A
Female	147	100	58.7	37.3	4	63.5	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	88.9	I/S	I/S
African American	277	100	54.3	37.7	8.1	63.2	70.9	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	26	100	78.3	13	8.7	26.1	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	271	100	54.7	37.4	7.8	63	72.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	193	100	69.2	28.4	2.4	30.8	69.2	68.6
Gender								
Male	93	100	63.2	32.2	4.6	36.8	68.4	68.3
Female	100	100	N/AV	N/AV	N/AV	24.4	70	68.9
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	80.7
African American	193	100	69.2	28.4	2.4	30.8	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	5.6	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	187	100	69.9	27.7	2.4	30.1	51.8	57.3

Social Studies

All Students	185	100	54.5	35.8	9.7	45.5	75.5	72.5
Gender								
Male	83	100	54.7	28	17.3	45.3	74.4	72
Female	102	100	54.4	42.2	3.3	45.6	76.6	73.1
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91	81
African American	183	100	54.9	36	9.1	45.1	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	27.3	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	179	100	55.3	36	8.7	44.7	61.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	67	100	36.8	42.1	21.1	63.2	75.8	73.2	95.2	96
Gender										
Male	30	100	51.9	29.6	18.5	48.1	70.7	67.2	95.1	95.9
Female	37	100	23.3	53.3	23.3	76.7	81.1	79.4	95.3	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	81.5	N/A	96.1
African American	65	100	37.5	41.1	21.4	62.5	61.3	61.3	95.2	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.4	66.7	98	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	23.9	26	95.8	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.9	65.7	98	96.3
Socio-Economic Status										
Subsidized meals	64	100	38.9	38.9	22.2	61.1	62.2	63.2	95.3	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	50	100	42.5	42.5	15	57.5
	4	39	100	42.1	47.4	10.5	57.9
	5	43	100	53.8	38.5	7.7	46.2
	6	33	100	43.3	53.3	3.3	56.7
	7	27	100	61.5	30.8	7.7	38.5
	8	20	100	55.6	38.9	5.6	44.4
2011	3	64	100	51.7	32.8	15.5	48.3
	4	62	100	59.6	31.6	8.8	40.4
	5	46	100	27.8	61.1	11.1	72.2
	6	51	100	79.6	18.4	2	20.4
	7	37	100	55.2	31	13.8	44.8
	8	19	100	N/AV	N/AV	N/AV	36.8
Mathematics							
2010	3	50	100	62.5	32.5	5	37.5
	4	39	100	50	47.4	2.6	50
	5	43	100	66.7	30.8	2.6	33.3
	6	33	100	50	43.3	6.7	50
	7	27	100	N/A	N/A	N/A	30.8
	8	20	100	N/A	N/A	N/A	33.3
2011	3	64	100	70.7	24.1	5.2	29.3
	4	62	100	43.9	47.4	8.8	56.1
	5	46	100	30.6	44.4	25	69.4
	6	51	100	N/AV	N/AV	N/AV	40.8
	7	37	100	55.2	34.5	10.3	44.8
	8	19	100	N/AV	N/AV	N/AV	36.8
Science							
2010	3	26	100	N/A	N/A	N/A	14.3
	4	39	100	68.4	28.9	2.6	31.6
	5	22	100	N/A	N/A	N/A	33.3
	6	17	100	N/A	N/A	N/A	18.8
	7	27	100	N/A	N/A	N/A	30.8
	8	10	I/S	I/S	I/S	I/S	I/S
2011	3	32	100	N/AV	N/AV	N/AV	14.3
	4	62	100	N/AV	N/AV	N/AV	24.6
	5	27	100	38.1	57.1	4.8	61.9
	6	26	100	N/AV	N/AV	N/AV	16
	7	37	100	51.7	37.9	10.3	48.3
	8	9	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	24	100	57.9	36.8	5.3	42.1
	4	39	100	31.6	57.9	10.5	68.4
	5	21	100	50	44.4	5.6	50
	6	16	100	57.1	35.7	7.1	42.9
	7	27	100	65.4	23.1	11.5	34.6
	8	9	I/S	I/S	I/S	I/S	I/S
2011	3	32	100	66.7	26.7	6.7	33.3
	4	62	100	61.4	36.8	1.8	38.6
	5	19	100	40	46.7	13.3	60
	6	25	100	37.5	58.3	4.2	62.5
	7	37	100	58.6	13.8	27.6	41.4
	8	10	I/S	I/S	I/S	I/S	I/S
Writing							
2010	3	49	100	41.9	46.5	11.6	58.1
	4	38	97.4	45.9	43.2	10.8	54.1
	5	43	100	46.2	38.5	15.4	53.8
	6	33	100	36.7	40	23.3	63.3
	7	28	96.4	53.8	42.3	3.8	46.2
	8	20	95	35.3	47.1	17.6	64.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	48	100	36.8	39.5	23.7	63.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	19	100	36.8	47.4	15.8	63.2

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